

## INTRODUCTION

Our people's history is one of the greatest resources we have for understanding the present and planning for the future. In knowing and appreciating our cultural roots -- the forces that brought the immigrant groups here; how our ancestors lived; how they struggled; how they responded to changing conditions and helped shape present conditions-- we can better understand and feel confident of ourselves and where we stand in today's society. Although an abundance of history has been written on Hawaii, the history of the contributions of the common working man and woman, native Hawaiian or immigrant, has yet to be recorded, developed and widely disseminated and popularized. To develop this history, we must draw upon the persons in the community to relate their own experiences to us and begin to compile and develop new and authentic sources of information. There is a sense of urgency to this task as more of our precious history is lost forever each year with the passing on of the elderly members of our community. The work of compiling, developing and disseminating the ethnic history of Hawaii is of utmost importance. It will require the interest, participation and cooperation of many persons in our community. The work will involve coordination, investigation, creative programming, personal contacts, and serious commitment. The functions of the Multi-Cultural Studies Program would be aimed at developing this history and stimulating community interest and participation in this process.

## GOALS AND OBJECTIVES OF THE MULTI-CULTURAL STUDIES PROGRAM

The long-range goals of the Multi-Cultural Studies Program is to collect, research, popularize and disseminate the history of the various ethnic groups in Hawaii so that it can be taught, used and appreciated. H.B. 91 (H.D. 2, S.D. 1, C.D. 1) outlines three basic functions for the program and these would be the Program's objectives:

1. Recording and developing Hawaii's social and cultural history through collection and preservation of oral or written communication.
2. Encouraging the ethno-historical and multicultural activities of all ethnic groups; and
3. Creating a centralized repository for multicultural studies and materials.

## IMPLEMENTATION PHASES

The functions of the program would be carried out in three phases. Although all three functions would be included in all phases, primary emphasis and focus will be given to one of the functions, depending on the particular stage of development. Based on our experience in developing the Ethnic Studies Program, we see that it is necessary to develop a solid foundation as the basis for further development. The scope of the Multi-Cultural Studies Program is broad and far-reaching and must be broken into manageable parts in order to have consistent and systematic development and expansion. Long-range planning and programs for development would be determined and based upon experience in the first phase projects.

The program will be developed in the following three phases:

Phase I. Collection and Repository -- Activities in this phase will be aimed at searching out, recording and bringing together the scattered pieces of our people's history. Focus and emphasis will be on recording oral history but will also include collection and repository of artifacts such as letters, diaries, documents photographs and other objects which are identified with the cultural past of the people.

Phase II. Resource Development -- These activities will be aimed at developing the materials we begin to collect into a form that would be readily useable by the community at-large and specific target groups. Examples of target groups would be elementary and secondary school students, teachers, particular community organizations. Resources would include elementary and secondary educational curriculum programs; texts, anthologies, books, pamphlets, audio-visual materials and displays. Workshops would be used as a means of familiarizing community persons and teachers with the resources and involving them in planning for the development of the resources into more popular forms.

Phase III. Dissemination -- These activities would be aimed at actively stimulating community participation in the collection and preservation of their history as well as actively stimulating an appreciation for the rich ethnic traditions of Hawaii. Such a program may include the establishment of an "ethnic history week"; organizing programs in local communities; or developing community cultural and historical centers. This might include such activities as conferences, workshops and seminars, as well.

#### FIRST PHASE PLANS

In the first phase of the program, activities would focus on collection and repository of resources. Some of the resources could be developed and disseminated as they are compiled, but the priority for this phase will be the collection. Collection and repository will continue throughout all the phases of the program and be an ongoing function.

#### TIMETABLE

##### OVERVIEW:

THE THREE MAJOR FUNCTIONS OF THE PROGRAM WILL BE ONGOING DURING THE FIRST PHASE.

##### 1) REPOSITORY - LIBRARY FOR THE FOLLOWING:

- a) artifacts
- b) written records for a data base
  - biographies; newspapers and news articles; family records; companies records; letters and diaries
- c) photographic collection
- d) oral history tapes

##### 2) COLLECTION

- a) research preparation for Oral History
- b) Survey and Inventory of what has been and is being collected.
- c) establishing contacts and maintaining correspondence with organizations and individuals
- d) seminar and round-table discussions with resource persons
- e) indexing
- f) cataloging
- g) transcribing
- h) summary reports
- i) interviewing

### 3) DISSEMINATION

- a) workshops and seminars
- b) publishing (newsletter or journal)
- c) traveling workshops
- d) traveling displays
- e) participation in conferences, workshops, community fairs, etc.
- f) loaning
- g) preparation of educational materials in cooperation with curriculum specialists from the College of Education (slideshows, course plans, readings, "games")

#### 1975-76

##### FIRST THREE MONTHS: ESTABLISH THE PROGRAM

- Initial planning; setting policies and priorities; establishing contacts.

##### JUNE

- veto deadline (June 2)
- submit budget plan to Mr. Preis (before June 15)
- follow-up on release of funds (through Culture and the Arts, Budget and Finance, and the Governor)
- seek location
- develop accounting system (at the U.H.)
- when H.B. 91 is passed, meet with present MCC staff to arrange transfer, conduct inventory.
- recruitment and selection of staff
- contact resource persons and begin consultations (series of meetings to result in listings of contacts, setting of priorities, selection of projects)
- form advisory board
- plan a training program
- begin survey and inventory of what has already been collected throughout the community
- set operational procedures and policies in cooperation with UH administration and the Foundation for Culture and the Arts

##### JULY

- Funds released
- Hire and process personnel
- transfer facilities and "set up shop"
- purchase equipment and supplies
- start training program
- develop a cataloging and indexing system (resources, persons, etc.)
- develop public relations - informational brochure announcing the program
- develop a course or project plan to involve the ES students in Fall and/or Spring

##### AUGUST

- establish neighbor Island contacts
- send out "general call" announcement for broader participation in the program's activities
- (20 - 29 U.H. registration)



## SECOND THREE MONTHS - IMPLEMENTATION

### SEPTEMBER

- UH starts (Sept. 2)
- DOE starts (Sept. 3)
- projects to involve UH students in the work

### OCTOBER

### NOVEMBER

- seminar discussions to preview projects in progress and completed

## THIRD THREE MONTHS - PRELIMINARY REPORTS AND PLANS FOR DISSEMINATION

### DECEMBER

- evaluation and review of completed "products" for publication
- plan report to the Legislature
- (UH school ends on Dec. 20)
- (DOE break from Dec. 22 - Jan. 2)

### JANUARY

- Legislature convenes (Jan. 2)
- Bicentennial Programs
- First reports available/display of "products"
- (UH registration Jan. 7 - 16)
- (UH begins on Jan. 19)

### FEBRUARY

- report to the Legislature
- begin plan for traveling project demonstration workshops in May

## FOURTH THREE MONTHS - SUMMING UP THE FIRST YEAR AND PLANNING FOR THE SECOND YEAR

- projecting future goals
- making first year products available

### MARCH

### APRIL

- Legislature adjourns
- plan intensive summer research projects
- conduct seminars and workshops for evaluation of projects completed and in progress and setting objectives for second year
- set long-range plans

### MAY

- Ethnic Heritage Week around May 1 (traveling demonstration workshops)
- Summation of first year's work - evaluation of "products"
- (last day of instruction for UH on May 4)
- (U.H. pau on May 16)

## SECOND YEAR

### - BROADEN SCOPE AND EXPAND PROGRAMS

#### ADMINISTRATION AND STAFFING

- I. Director - The director of the Ethnic Studies Program would be the principal investigator. As such, the director will be primarily responsible for coordination and direction with regard to policy and overall program goals and objectives.
- II. Advisory Board - An advisory board of community and University resource persons would be established to enable the Multi-Cultural Studies Program to develop broader contacts within the community. The main purpose of the board would be to facilitate the development of outreach programs.

#### The Role of Resource Persons -

- a) listen to tapes to judge quality and value. They can help to set standard
- b) contribute creative ideas for subject and materials
- c) generate support - contacting other people to get them interested and involved and give input/choose subject and projects, let people listen to tapes
- d) team up with younger researchers and less experienced or experienced researchers who may not have contact developed
- e) develop community relations
- f) have round table discussions on occasions on what the center should be doing, etc. E.G. - Stanley Miyamoto on education together with other educators.

#### Possible Contacts

Takamoto and Okada (Leeward community) / Goro Arakawa (Waipahu) / Watanabe (Hochi) / Irma Soong (Chinese History Center) / Sabu Fujisaki (membership service, ILHUI) / Stanley Miyamoto (education) / Kuulei Ihara (foundation) / Carol Takahashi (MCC Board)

### III Staff -

Regular Staff of the Multi-Cultural Studies Program would consist of two researchers, a librarian and a secretary. They would be responsible for implementation of the program. In addition, persons and/or organizations will be contracted to develop special projects. Project work should be implemented as teams with the older and/or more experienced teaming up with the younger and less experienced.

#### Skills of Staff

- a) depends on the task and job assignment, but should have systematic scientific work methods in general
- b) Experience in doing oral history - a working knowledge of history, experience in doing interviews
- c) Skill and experience in media production



In-Service Training

- a) team-up older with younger/more experienced with less experienced.
- b) develop research techniques and leads
- c) develop methods of doing oral history interviews,-- laying groundwork, interview itself and follow-up

Division of Labor

- a) Interviews
- b) Indexing
- c) Transcribing
- d) later summing up
- e) developing methods - analysis
- f) (filing and stacking) cataloging
- g) loaning
- h) disseminating
- i) public relations
- j) workshops

Salary/Stipends

- a) Amount will be allotted to salary and stipends in proportion to the budget and the amount needed for other aspects of the program, i.e., equipment, supplies, travel.
- b) estimated by calculating cost per tape - hourly rate x hours to do preparation, recording and follow-up on tape.
- c) Payment will be made if the assignment is complete up to standard. If the quality is poor, it will not be accepted, and assignment will have to be completed to the satisfaction of the persons making the assignment.